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| ***Teacher: Megan Campbell*** | | | ***Subject: English 4 Honors*** | | | | ***Grade: 12*** |
| ***Learning Goals: Basic background and history of Afghanistan and life growing up there—Introduction to* The Kite Runner*.*** | | | | | | | |
| ***Standards SCELA/Common Core*** |  | | | | | | |
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| ***Benchmark(s)*** |  | | | | | | |
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| ***Indicator(s)*** |  | | | | | | |
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| ***What will students know and be able to do at the end of the lesson?***   1. ***Label the Middle Eastern countries, as well as point out where in Afghanistan the story takes place.*** 2. ***Recite the most prominent customs and laws by which Afghans must abide (during the book’s time period).*** 3. ***Understand what it was like for the author of* The Kite Runner, *Khaled Hosseini, to grow up in Afghanistan.*** 4. ***Acknowledge the positives and negatives of Arab Americans.*** | | | | | | | |
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| ***Student Background Knowledge and Experience*** | | | | | | | |
| ***Student prior knowledge and skills:***  **Have learned geography in World History, possibly some history of Afghanistan in World History.** | | | | ***Accommodations for Diversity (if applicable):***  ***Transcripts and links to videos will be available for watching at home.*** | | | |
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| ***Instructional Procedures: Prezi with parts of the oral history interviews mixed in.*** | | | | | | | |
| ***Content Summary (concepts and essential understandings):***  ***The teaching of this book should show the students and open their eyes to a vastly different culture than their own, hopefully helping to destroy any prejudices. After this lesson, they should be prepared to read* The Kite Runner *and understand a little more of the context than if they didn’t have any background information or history of Afghanistan. I want them to get outside their box and really be able to take in the subject of the book.*** | | | | | | | |
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| ***Teaching Methods:***   1. ***Short Prezi instruction with videos included in Prezi*** 2. ***Videos*** 3. ***Discussion afterward about what they learned and the differences they see between growing up in Afghanistan versus the US*** 4. ***Begin reading the book in class if time permits*** | | | | | | | |
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| ***Student Grouping:  None for this lesson. Assigned seats.*** | | | | | ***Interdisciplinary Strategies:***  ***Could teach this concurrently with the Geography or World History teacher to go more in-depth concerning topography/location and history of the country/land.*** | ***Reading Strategies:***  ***Read the first couple of chapters out loud, then students continue on their own.*** | |
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| ***Resources and Materials*** | | | | | | | |
| ***Written Texts:***  ***The Kite Runner* by Khaled Hosseini** | | ***Oral Media:*** | | ***Visual Media:***  1.<http://www.achievement.org/autodoc/page/hos0int-1>  2. <http://littlekabulstories.org/#latest> | | ***Technology:***  ***SMARTboard, speakers, computer*** | |
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| ***Instructional Activities (Lesson sequence and allotted time)*** | | | | | | | |
| ***Opening:***  **Bell-Ringer (grammar or vocabulary).**  **Discussion of what will be covered in class and introduce *The Kite Runner*.** | | | | | | | |
| ***Main Activities:***  **Prezi + Oral History Videos.**  **Open discussion of the students’ thoughts on the material covered and on life in Afghanistan compared to the US.**  **Read first few paragraphs/pages out loud.** | | | | | | | |
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| ***Closing:***  ***Point out homework assignment on board.***  ***Students read on their own for remainder of class (anticipate only 5-10 minutes).*** | | | | | | | |
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| ***Formative Assessment/Evaluation (Attach assessments and assessment criteria – cite evidence of meeting learning goals)*** | | | | | | | |
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| ***Adaptations/Accommodations (Include student needs and instructional modifications, if applicable)*** | | | | | | | |
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| ***Reflection (Indicate what you would do the same and what you would do differently when teaching this lesson again)*** | | | | | | | |
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